DOCUMENT RESUME

ED 134 015 FL 008 328

TITLE	Vocational ESL Master Plan, San Francisco Community College District.
INSTITUTION	San Francisco Community Coll. District, Calif.
PUB DATE	76
NOTE	54p.; For related document, see FL 008 327
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Students; Career Planning; Curriculum Design; *Curriculum Guides; Employment Problems; *English (Second Language); *English for Special Purposes; Job Placement; *Language Instruction; Language Programs; Listening Comprehension; Oral Expression; Paralinguistics; Program Descriptions; Reading; Resource Materials; Second Language Learning; Teaching Guides; Underemployed; Unemployed; Vocational Counseling; *Vocational Education; Writing Skills
IDENTIFIERS	California (San Francisco)

ABSTRACT

Vocational English as a Second Language (ESL) programs in San Francisco serve at one time a variety of students with differing language levels. Programs fall into three types, based on their trainees' current employment situation: unemployed and without a job site; unemployed but with a job site and verbal commitment to hire if performance during training is satisfactory; and underemployed seeking a change or promotion. To meet the needs of trainees in the three areas, the content objectives of a vocational ESL curriculum are divided into three distinct chronological units: Getting a Job, Holding a Job and Moving Ahead. Within each of the three curriculum units, there are three major divisions: general objectives, language objectives, and contextual areas. The general objectives provide an overview of the unit in terms of the long-term goal to be achieved, the cultural learning to take place, and the level of language sophistication to be attained. The language objectives are divided into five major areas: listening, oral production, reading, writing, and body language. The contextual areas are divided into specific performance objectives necessary to achieve the long-term goal. In the back of this volume there is an appendix of resource materials useful for teachers in vocational ESL. (Author/CFM)

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MASTER PLAN

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VOCATIONAL ESL MASTER PLAN

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PREFACE

The Vocational ESL Master Plan is one component of the District ESL Master Plan. The ESL Master Plan Revision Committee, formed at the request of the 1975-76 ESL District Committee, recognized the growing importance of vocational ESL and the existence of several language centers in the city whose major thrust is vocational ESL. It therefore determined that a vocational ESL component should be added to the Master Plan.

In October 1975 Dr. Calvin Dellefield informed the various language centers of the ESL Master Plan Revision Committee's desire for a separate component on vocational ESL and asked for their input. A separate committee was formed, consisting of:

Harry Bang	Kay Richards
Jim De Noon	K. Lynn Savage
Joanne Dresner	Louise Yee
Miyo Kirita	Wayne Wang

These committee members, as well as others listed on the acknowledgment page, represent language centers which have vocational ESL programs: the Chinatown Resources Development Center (formerly the Chinatown-North Beach English Language Center), the Fil-Am Employment and Training Center (formerly the Fil-Am Language Center), the Korean English Language Center, the Mission Language and Vocational School (formerly the Centro Social Obrero), and the Skills Center.

The committee wishes to thank the following for their cooperation and encouragement: Dr. Calvin Dellefield, President, Community College Centers; Nancy Swadesh, Director of Instructional Services, Community College Centers; William Tresnon, Director, Alemany Community College Center; Tom Tragardh, Chairperson, ESL Master Plan Revision Committee; Harriet Haber, Executive Director, Chinatown Resources Development Center; Rosario Anaya, Executive Director and Ricardo Alva, Deputy Director, Mission Language and Vocational School; and Dian Verdugo, Coordinator, English Communication Skills Program for the Spanish Speaking, Skills Center.

PREFACE

A subcommittee of the ESL District Committee will continually update this Master Plan and its appendices.

K Lynn Savage

K. Lynn Savage
Chairperson

ACKNOWLEDGMENTS

The following subcommittees contributed to the production of this Vocational ESL Master Plan.

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INTRODUCTION

The curriculum that follows outlines language and content objectives of a Vocational ESL program. The intent of such a Vocational ESL Master Plan is twofold: to provide correlation among the existing vocational ESL programs in the district and to link existing vocational ESL and non-vocational ESL programs.

The Vocational ESL Master Plan is the product of a group of teachers and teacher-supervisors in district-related vocational ESL programs. It is hoped that such a master plan will stimulate and guide teachers new to vocational ESL, help to enrich the existing programs, and provide a basis for establishing additional programs.

Who the Programs Serve

The population served is an immigrant population with peoples from a variety of language backgrounds, cultural heritages, educational backgrounds, work experiences, and linguistic abilities.

Some are already bilingual (e.g., Maya/Spanish, Cantonese/Mandarin, Vietnamese/French). Some have been professionals in their own countries (doctors, nurses, teachers); others have never worked due to such factors as youth or family requirements. Some are university-educated; others have less than six years of formal education. Some are skilled technicians who need to learn English in order to take and pass licensing board requirements; others need to learn not only the target language but also a skill with which they can become employable. Some qualify for the variety of stipended programs currently available; others are already working but need to improve their English to move to occupations with a future. All come from cultural backgrounds that significantly differ from the one into which they have moved and thus sometimes suffer from a sense of anomie (culture shock).

Vocational ESL/ESL/Vocational

Like the traditional ESL class, vocational ESL develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are always contextualized into work-related situations; that

is, content used to teach language skills is vocationally oriented. The emphasis is on specific language skills and the ordering of these skills is as dependent upon the students' immediate employment goal as on the ESL skills they have already developed. Hence, ESL techniques are crucial to a vocational ESL program, but the content of most ESL materials published for classroom use must be adapted.

Like many vocational training programs for native English speakers, vocational ESL focuses on work ethic expectations of the larger society. A common goal of both programs is teaching cultural differences and the necessity to function biculturally. However, unlike the non-ESL vocational training programs, vocational ESL programs must combine the cultural awareness training with the development of second language skills. Hence, much of the material used in native-speaker vocational training programs is useful to Vocational ESL programs for its content but must be adapted to the language, cultural, and employment needs of non-native speakers.

In summary, vocational ESL is unique in that its language objectives are ESL but its content objectives are vocational. As publishers are only beginning to realize the need for such materials, it is essential that teachers in vocational ESL programs have a grasp of second language teaching techniques, an understanding of the target population's cultural expectations of employment, and the ability to develop materials which utilize both. The goal of vocational ESL programs is to achieve language and content goals concurrently, thus reducing time required for immigrants to overcome unemployment and underemployment.

ESL/Bilingual

ESL instruction has differed in methodology from bilingual instruction in two significant ways.

Primarily, it has focused on language instruction exclusively in the target language (English) with its primary objective being the mastery of English. Bilingual instruction uses the first language to facilitate the acquisition of the target language. It also uses the first language, and then the target language, to teach other than language skills (e.g., math,

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clerical skills, mailroom procedures, repair operations); it relies less on the first language as second language proficiency increases.

Secondly, if ESL has presented the target language culture with reference to the students' parent culture, that reference has been made in the target language, not the first language. On the other hand, bilingual instruction stresses maintenance of and further knowledge about the parent language culture at the same time that it presents the second language culture.

The major objective of vocational ESL is employment and upgrading, and ESL is one necessary component to the achievement of that objective. That is, specific skills and cultural concepts, as well as language structures, must be mastered. Bilingual instruction enables students to learn specific skills and concepts prior to their mastery of English by concentrating on one cognitive task at a time. ESL instruction enables the student to manipulate the target language sufficiently to utilize those skills and concepts.

Bilingual/Bicultural

One objective of vocational ESL programs is to help language learners achieve an ability to function bilingually/biculturally. By developing such an ability, they can act appropriately within the cultural norms, values, and expectations of two language groups. They meet cultural diversity inherent in the interaction between two different sets of value systems. They integrate the values of two cultures into a system that works for them. They maintain their first culture while selecting those values of the target language culture that will help them achieve their socio-economic goals. They maintain two different systems of beliefs, values, attitudes, and concomitant behavior, and from these they select those that are appropriate in a given social situation. In order to become bicultural, they have to consciously study the target language culture to ascertain what kind of behavior is optimal. Of course, ideal models are teachers who have achieved these goals themselves.

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THE MASTER PLAN

Vocational ESL programs in San Francisco serve a variety of students at one time with differing language levels. Programs fall into three types, based on their trainees' current employment situation: unemployed and without a job site; unemployed but with a job site and verbal commitment to hire if performance during training is satisfactory; and underemployed seeking change or promotion.

Curriculum Organization

To meet the needs of trainees in the three aforementioned areas, the content objectives of a vocational ESL curriculum are divided into three distinct chronological units: "Getting a Job;" "Holding a Job;" and "Moving Ahead." Specific programs may include any one or all three units of the curriculum. The length of time taken to complete any one of the three units varies, particularly when programs are open entry/open exit.

Because of the diversity in job goals and language levels within specific vocational ESL programs, grouping is highly desirable. Criteria for grouping which have been used successfully include:

a. employment status, i.e., getting a job, holding a job, moving ahead
b. type of employment, i.e., blue collar such as mechanic, janitor or mail room clerk; white collar such as clerk/typist, bookkeeper or teller; and professional such as nurse, dentist or teacher
c. target language level, i.e., beginning, intermediate, advanced
d. native language background
e. a combination of the above.

Utilizing teacher aides, peer-teachers, and audiovisual equipment to facilitate grouping and individualization is desirable within classes.

Use of the Vocational ESL Master Plan

Within each of the three curriculum units outlined, there are three major divisions: general objectives, language objectives, and contextual areas.

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THE MASTER PLAN

The general objectives provide an overview of the unit in terms of the long-term goal to be achieved, the cultural learning to take place, and the level of language sophistication to be attained.

The language objectives are divided into five major areas: listening, oral production, reading, writing, and body language. The vocational ESL programs in the community college district utilize the ESL Master Plan in determining the ordering of structures to be taught; therefore, this Master Plan does not detail structures within these three areas. To determine these, one should refer to specific levels in the District ESL Master Plan. In order to complete the goals in "Getting a Job", students will have mastered the structures in levels 50, 100, and 200; for "Holding a Job" the structures in level 300; and for "Moving Ahead" the structures in level 400 and above. However, the employment status of the student supersedes the language level. For example, a student who has mastered structures beyond level 200 may still need instruction in getting a job.

The contextual areas are divided into specific performance objectives necessary to achieve the long-term goal. Although the ordering of specific objectives is not dictated by the outline (the achievement of one objective is not necessarily contingent on another), the teacher, in developing his course outline, will find units around common performance objectives more useful than around language objectives.

To develop classroom materials to achieve these performance objectives, the teacher will need to align language objectives with contextual areas. For example, in "Getting a Job" the objective of gathering information on job openings from newspaper want ads should be taught with the language objectives of recognizing alphabetical and classified methods of organization.

In the back of this volume there is an appendix of resource materials useful for teachers in vocational ESL. Listed in alphabetical order by type (printed materials and audiovisual materials), they also indicate which contextual areas they would be most appropriate in. Again, because the Vocational ESL Master Plan supplements the District ESL Master Plan, one

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should refer to the latter for resources that are purely ESL rather than vocational or vocational ESL.

Evaluation

The evaluation of student performance in vocational ESL is concerned with the measurement of student success in three areas: the development of language skills, the completion of specific performance objectives, and the accomplishment of the major objective.

Language skills are measured prior to and upon completion of training to determine overall growth. (For a list of available tests, see the District ESL Master Plan.) They are also evaluated periodically throughout the course of the program to determine growth in specific skills. Both objective and subjective means are used to evaluate the students' comprehension and production of specific language features in isolation and in discourse.

Specific performance objectives (e.g., arranging for a job interview, passing an employment test, taking a telephone message) are measured by periodic objective and subjective in-class evaluation and by realistic out-of-class, goal-oriented activities. They are also assessed by conferences between the teachers and the employment counselor/supervisor or someone else from the employment field.

The major objectives in the vocational ESL program are getting a job, holding a job, and moving ahead. These objectives are easily measured on a pass/fail basis: one is/isn't hired, retained, or promoted.

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GETTING A JOB

A. General Objectives

The objective of this phase of vocational ESL is to enable the students to gain adequate command of English to become gainfully employed in an entry-level position. They will be able to gain information about jobs through verbal and written sources and to act upon this knowledge. They will have minimum competency in getting access to job sources, in preparing for job interviews, in taking tests, and in doing follow-up activities related to job-getting.

The students will understand the mechanics of job-hunting, including such cultural factors as being assertive and direct in conversation. They will develop awareness of cultural differences, not only with respect to the necessity for resumes, tests, etc., but also with respect to attitudes towards work, concepts of time, and taking initiative.

This component focuses on simple structures to give and get information.

B. Language Objectives

1. Listening

Students will be able to:

a. recognize the phonemes, intonation patterns, and rhythm of spoken American English with and without visual cues

b. recognize and react to confirming (yes/no) questions, tag questions, "wh" questions, and alternative ("or") questions

c. recognize and react to requests and commands

d. recognize, process, and order essential information from paragraph-length discourse

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e. differentiate between pauses indicating desire for change of speakers and desire to reflect

2. Oral Production

Students will be able to:

a. produce all phonemes, common intonation patterns and simple rhythm patterns of spoken American English

b. use simple declarative statements to convey information

c. answer yes/no, "wh", and alternative questions

d. generate yes/no, "wh", and alternative questions to solicit responses

e. express wishes and desires by using appropriate verbs and modals

3. Reading

Students will be able to:

a. recognize alphabetical, numerical, and classified methods of organization

b. process material into alphabetical, numerical, and classified methods of organization

c. scan indexed and outlined material for specific information

d. scan a series of related phrases and sentences for specific detail

e. read for information in paragraph-length passages containing sentences with two clauses and make simple inferences

f. decipher common abbreviations and punctuation symbols

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g. understand abbreviated structural forms (e.g., "experience necessary")

4. Writing

Students will be able to:

a. take notes

b. outline

c. divide words into syllables

d. construct simple sentences

e. answer questions in words, phrases, and simple sentences

f. transcribe sounds into symbols following basic spelling rules

g. produce printing and cursive writing

h. punctuate structures they have learned to write

i. organize phrases and sentences into chronological and reverse chronological order

5. Body Language

Students will be able to:

a. recognize and practice common greeting and parting gestures

b. recognize and practice appropriate carriage and posture expressing attitudes

c. recognize and practice personal space

d. recognize and drop taboos

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e. recognize and respond to hand and head gestures that signal, give direction, or convey information

f. interpret emotions and attitudes associated with specific facial expressions and body gestures

C. Contextual Areas

Students will be able to:

1. Gather information on job market and job openings from

a. state EDD and other public employment agencies and employers such as civil service and school districts

b. private employment agencies and employers such as Kelly Girl, Bank of America, and Pacific Telephone

c. newspaper want ads

d. radio and television announcements

e. union offices

f. company announcements

g. friends and relatives

2. Analyze job titles and descriptions of duties, qualifications, wages, and fringe benefits (e.g., clerk-typist, janitor, electronics assembler, food service industry worker)

3. Contact employers

a. through business telephone calls which

1) solicit further information

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2) give qualifications

3) make an appointment for an interview

4) get directions for specific time, place, travel to, and interviewer

b. through visits to employment or personnel offices for

1) application forms

2) scheduling interviews

3) further information

c. through simple business letters containing

1) source of referral and purpose of letter

2) self-introduction and background information

3) relevance of qualifications to specific openings

4) request for further information or for an interview

4. Fill out forms (e.g., job application, social security, W-2, driver's license)

a. follow instructions

b. give complete and concise information in spaces provided (e.g., experience, education, honors and awards, community work, paid or volunteer work, special skills such as bilingual ability, hobbies and interests, health history)

c. give biographical information in paragraph form

5. Compose resumes

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GETTING A JOB

a. assemble relevant data on self such as education, experience, training, skills, and personal references

b. ascertain appropriate headings and ordering of headings for data

c. organize data under specific headings in chronological and reverse chronological order

d. revise and update existing resumes

6. Handle interviews

a. preparation

1) personal data sheet

2) resume and application

3) writing instruments and note pad

4) personal preparation (e.g., dressing and grooming)

5) self-sufficient attitude (i.e., go alone)

b. the interview

1) assess and adapt to various interviewing situations (e.g., age, gender, and attitude of interviewer; single interviewer and panel interviewers)

2) begin the interview by

a. entering with self-assurance

b. giving a self-introduction and greeting

3) integrate verbal and non-verbal behavior to create a positive impression

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a) posture

b) facial expressions and body language

c) handshake

4) evaluate and emphasize own qualifications in terms of job requirements as found in want ads and other employment sources

5) supply only pertinent information in answering questions, including

a) names of places, various card and license numbers

b) work experience and training

c) an explanation of gaps in education or work experience if requested

d) expression of future goals and desires

e) answers to difficult questions

6) ask relevant questions (e.g., salary, probationary period, terms of employment, fringe benefits, promotional opportunities)

7) end the interview by

a) requesting information regarding results of the interview

b) taking appropriate leave

7. Take employment tests

a. Testing procedures

1) follow written and oral instructions

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2) work fast and accurately within a limited time period

a) identify the type of the test (e.g., multiple choice, true/false, essay)

b) determine the scoring of the test (e.g., right from wrong)

c) determine the weighting of the test

3) identify the focus of the test

b. Testing types

1) specific skill tests

a) language skills (e.g., spelling, vocabulary, ESL, reading comprehension, scanning)

b) clerical skills (e.g., sorting and filing, typing, keypunch, timed dictation, office machines)

c) non-clerical skills (e.g., math, manual dexterity, strength, abstract reasoning)

2) Composite tests

a) civil service

b) state certification tests

c) company-made tests (e.g., PT & T, B of A, P G & E)

d) tests in the native language

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HOLDING A JOB

A. General Objectives

The objective of this phase of vocational ESL is to enable the students to increase their command of English sufficiently to maintain the employment they have found. They will be able to process and order information at various levels of sophistication in order to establish good work habits (e.g., punctuality, independence); skills (e.g., uses of machines, documents and references); and interpersonal relations.

The students will understand the dynamics of work relationships and will become more aware of cultural values and linguistic factors which differ from their own. While maintaining their own cultural identity and integrity, they will be able to assimilate the target language values relevant to their work situation.

This component focuses on complex structures which obtain, confirm, and clarify information.

B. Language Objectives

1. Listening

a. Review

Students will be able to:

1) recognize the phonemes, intonation patterns, and rhythm of spoken American English with and without visual cues

2) recognize and react to confirming (yes/no), tag, "wh", and alternative questions

3) recognize and react to requests and commands

4) recognize, process and order essential information from paragraph-length discourse

b. Introduce

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Students will be able to:

1) recognize phonemic and intonation varieties used for special purposes (emphasis, stress, disapproval)

2) understand varieties of dialect and idiolect

3) recognize common abbreviations, acronyms, and homonyms

4) recognize, process and order essential information from discourse of more than paragraph length

5) discern missing information

6) distinguish hearsay from substantiated statements

2. Oral Production

a. Review

Students will be able to:

1) produce all phonemes, common intonation patterns and simple rhythm patterns of spoken American English

2) use simple declarative statements to convey information

3) answer yes/no, "wh", and alternative questions

4) generate yes/no, "wh", and alternative questions to solicit responses

5) express wishes and desires by using appropriate verbs and modals

b. Introduce

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Students will be able to:

1) produce word stress and rhythm patterns common to complex sentences

2) produce phonemic and intonation varieties used for special purposes with spoken American English

3) use complex statements to convey information

4) generate and answer questions with embedded structures to obtain, confirm, and clarify information

5) paraphrase statements in order to convey, confirm, and clarify information

6) link sentences in oral discourse

3. Reading

a. Review

Students will be able to:

1) recognize alphabetical, numerical, and classified methods of organization

2) process material into alphabetical, numerical and classified methods of organization

3) scan a series of related phrases and sentences for specific detail

4) read for information in paragraph-length passages containing sentences with two clauses and make simple inferences

5) decipher common abbreviations and punctuation symbols

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6) understand abbreviated structural forms (e.g., experience necessary)

b. Introduce

Students will be able to:

1) read discourse containing complex structures (of more than two clauses) for general and supporting information

2) scan indexed and outlined material for specific information

3) interpret English dictionary pronunciation symbols

4) scan a series of related paragraphs for general and supporting information

5) recognize synonyms, antonyms, and homonyms

6) distinguish printing from cursive writing

7) interpret diagrammed material

4. Writing

a. Review

Students will be able to:

1) take notes

2) outline

3) divide words into syllables

4) construct simple sentences

5) answer questions in words, phrases, and simple sentences

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6) transcribe sounds into symbols following basic spelling rules

7) produce printing and cursive writing

8) punctuate structures they have learned to write

9) organize phrases and sentences into chronological and reverse chronological order

b. Introduce

Students will be able to:

1) write dictation

2) link sentences into paragraphs

3) construct and punctuate complex sentences

4) spell proper nouns, their abbreviations, and acronyms

5) spell commonly used root words, and append affixes with accompanying spelling changes

6) organize information into alphabetical, numerical, and classified order

5. Body Language

Students will be able to:

a) utilize hand and head gestures that signal, give direction, or convey information

b) respond to specific facial expressions and body gestures that convey emotions and attitudes

c) convey emotions and attitudes by using specific facial expressions and body gestures

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HOLDING A JOB

C. Contextual Areas

1. Developing familiarity with work situations

Students will be able to:

a. describe surroundings

b. identify company structure and employee hierarchy

c. define job responsibilities

2. Establishing good work habits

Students will be able to:

a. organize time and space

b. determine priorities

c. develop efficiency

d. achieve accuracy

e. assess and express need for supervision

f. develop ability to work with minimal supervision

g. handle pressure

3. Interpreting and following instructions and directions

Students will be able to:

a. follow spatial directions (e.g., to and fr[illegible] locations)

b. follow chronological directions (e.g., steps in specific tasks such as machine operation)

c. interpret orders, requests, and complaints

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4. Giving instructions and directions and conveying information

   Students will be able to:

   a. give spatial and chronological directions for completing work

   b. express orders, requests, and complaints

   c. explain logic behind work behavior

5. Using telephones

   Students will be able to:

   a. receive calls by

      1) answering the call

      2) giving information

      3) taking messages

      4) transferring calls

      5) closing the conversation

   b. place business calls by

      1) making the connection

      2) giving or requesting information

      3) closing the conversation

6. Utilizing city, state, and federal agencies that protect employee rights and provide employee benefits

   Students will be able to:

   a. evaluate situations related to

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1) fair employment practices

2) employer responsibilities

3) employee rights

b. recognize the appropriate agencies to contact for information on

1) disability insurance (Employment Development Department)

2) discrimination complaints (Equal Employment Opportunity Commission, Fair Employment Practices Commission, Human Rights Commission)

3) labor law such as minimum wage and hours (Department of Labor and Department of Industrial Relations)

4) safety regulations (Division of Industrial Safety)

5) social security (Department of Health, Education and Welfare)

6) unemployment insurance (Employment Development Department)

7) worker's compensation (Department of Labor and State Department of Industrial Relations - Worker's Compensation Appeals Board)

c. follow procedures for filing claims

7. Using standard work related documents

Students will be able to:

a. review manuals, brochures, and handbooks on

1) company policies and procedures

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2) employee rights, responsibilities, and benefits

3) machine operations

4) public relations literature

5) labor union literature

b. interpret and/or complete forms

1) paycheck stub

2) insurance

3) accident report

4) income tax

5) disability

6) unemployment

7) discrimination complaint

8. Solving problems through reference sources

Students will be able to:

a. use alphabetically arranged resources (company files, telephone directories, dictionaries, indexes, etc.)

b. use topically arranged resources (references for specific occupations and publications related to social services)

c. use graphically represented resources (maps, graphs, tables, schedules, floor plans, etc.)

9. Socializing (with fellow employees, supervisors, and the public)

Students will be able to:

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HOLDING A JOB

a. know boundaries of personal questions

b. convey and respond to moods and feelings

c. exercise tact (express positive attitudes and disguise negative feelings)

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MOVING AHEAD

A. General Objectives

The objective of this phase of a vocational ESL curriculum is to enable the students already employed to develop sufficient mastery of English to compete with native speakers of English for promotion. They will be able to use or manipulate the language in order to initiate conversations, to discern feelings and attitudes, to assert their own feelings, and to modify the behavior of others.

The students will build upon their assimilation of the target language values by becoming increasingly bicultural as well as bilingual, thus facilitating upward mobility and enhancing their awareness of the multicultural aspects of their society.

This component focuses on structures as related to register and on suprasegmentals.

B. Language Objectives

1. Listening

Students will be able to:

a. discern the psychological aspects of spoken American English

1) in specific structures
e.g., tag questions, double negatives, inverted word order, emphatic forms

2) in suprasegmentals which identify the moods of a speaker
e.g., pitch, tone, juncture, stress

3) in figurative language used conversationally
e.g., irony, sarcasm, understatement

b. understand a rapid flow of speech by native speakers, including various dialects and idiolects

c. identify differences in register associated with age, status, and sex

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2. Oral Production

   Students will be able to:

   a. add information, ask questions, and use stalling tactics to extend conversation initiated by others

   b. use conversation interrupters and similar techniques to enter into ongoing conversation, discussion, or argument

   c. use rhetorical questions and similar techniques to initiate conversation with native speakers

   d. correct inaccuracies in restated information

   e. generate negative ideas into positive wording

3. Reading

   Students will be able to:

   a. interpret rapidly written messages and directions

   b. recognize inaccuracies and errors in written information

   c. survey written discourse of pamphlet length

4. Writing

   Students will be able to:

   a. paraphrase complex oral instructions and messages

   b. organize information into specifics and generalizations

   c. link paragraphs into discourse

5. Body Language

   Students will be able to:

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a. recognize facial expressions and body movement used for calculated effect

b. manipulate facial expressions and body movement to create desired effects

C. Contextual Areas

1. Transmitting Information

Students will be able to:

a. restate instructions

b. recognize and ask for information which is missing

c. discern and correct errors in listener's interpretation

2. Making requests

Students will be able to:

a. recognize and utilize appropriate channels

b. express requests at various levels of politeness

c. determine levels of formality

d. produce written memos/letters of request

3. Making suggestions

Students will be able to:

a. recognize and express degrees of subtlety in suggestions

b. utilize appropriate means of communicating suggestions
e.g., casual conversation, formal conversation, writing

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4. Soliciting and giving assistance

   Students will be able to:

   a. assess abilities and needs of subordinates, co-workers, and supervisors

   b. offer and accept assistance using appropriate register

5. Expressing opinion

   Students will be able to:

   a. agree

   b. disagree

   c. express neutrality

6. Mediating conflicts

   Students will be able to:

   a. recognize dissension and the need for intervention

   b. identify conflicting points

   c. synthesize and restate the essential points of view

   d. propose a solution

7. Evaluating

   Students will be able to:

   a. recognize strengths and weaknesses of others

   b. compare demands of jobs with strengths and weaknesses

   c. state appraisal in positive terms

APPENDIX A

Vocational ESL Programs

A HISTORY

Two of the oldest and largest language centers in San Francisco were begun by specific ethnic groups who recognized that their language deficiencies were hindrances to employment: a group of Latino construction workers who began language classes with volunteer teachers under the auspices of the Centro Social Obrero in 1964; and a group of Chinese who founded the Chinatown-North Beach English Language Center in 1966.

In 1966 the first grants of money for these groups to administer programs were provided by the Economic Opportunity Council of San Francisco. First, the two centers received funds from EOC's Community Action Programs. During this period they became aware that the most basic problem of their communities was unemployment and underemployment. Then, in 1967, the Concentrated Employment Program (CEP), funded by the Department of Labor through EOC, began. The CEP program combined four hours of English language training with four hours of on-the-job training. Both the Centro Social Obrero (now called the Mission Language and Vocational School) and the Chinatown-North Beach English Language Center (now called the Chinatown Resources Development Center) were recipients of CEP funds. In 1971 a similar program began for Filipinos, who received CEP funds to operate the Fil-Am English Language Center (now called the Fil-Am Employment and Training Center).

A relationship between the city school system and the centers began shortly after their inception. Even prior to the centers' receiving funds from CAP, the adult division of the San Francisco Unified School District provided teachers for language classes. Beginning in 1973, language instructors in the CEP programs were also paid by the school district.

In August 1974 the City and County of San Francisco became the recipient of funds generated by the Comprehensive Employment and Training Act (CETA). The above mentioned programs, previously funded through EOC, are now funded through CETA. In addition, under CETA two other programs geared to specific ethnic groups have evolved: one for Koreans at the Korean Language Center, begun in September 1974; and one for Vietnamese at the Center for Southeast Asian Refugee Resettlement, begun in January 1976. The instructors for these programs are provided through the Community College Centers of the San Francisco Community College District.

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CENTER ADDRESSES

The original materials which are listed in the resource list that follows can be obtained through one of these centers:

Chinatown Resources Development Center (CRDC)
615 Grant Avenue
San Francisco, CA 94108
(415) 391-7583

Fil-Am Employment and Training Center
335 Valencia Street
San Francisco, CA 94103
(415) 626-1608

Korean English Language Center
966 Market Street
San Francisco, CA 94102
(415) 441-1881

Mission Language and Vocational School (MLVS)
2929 19th Street
San Francisco, CA 94110
(415) 648-5220

San Francisco Community College Skills Center
English Communication Skills for the Spanish Speaking
English Skills Program for Chinese Speakers
1311 Sutter Street
San Francisco, CA 94109
(415) 441-0850 or (415) 441-1173

APPENDIX B

Resources

RESOURCES

The list of materials which follows is in no way exhaustive. It is, rather, a list of materials which the various centers have found useful in some way. Because of the dearth of materials on the market for vocational ESL, many of the items in the resource list have been written for native speakers of English. Personnel at the centers have adapted them for ESL learners; when such adaptations have included student handouts, that notation is made in the description after the material with an identification of which center can provide copies.

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I. PRINTED MATERIALS - BOOKS (VOCATIONAL ESL)	Getting a Job	Holding a Job	Moving Ahead
ENGLISH IN FOCUS, Peter Strevens, Ed. (Oxford University Press: 1974).			x
A series geared to specific occupations. Format: dialogues and comprehension questions. British usage. Books in series include:			
Accounting; Advertising; Air Travel; British Banking; British Banking Overseas; Computers; Computer Programming; The Department Store; Import/Export; The Jet Engine; Legal Problems; Marketing Petroleum Products; The Motor Car: 1 & 2; Nursing; Physical Education; Seafaring; Television			
Orientation in Business English, Marcia E. Taylor (Institute of Modern Languages, Inc.: 1972).		x	
Format: question and answer drills, conversations, structure, readings. Textbook and workbook 1 & 2.			
Prevocational English (Institute of Modern Languages, Inc.: 1970).	x	x	
Written reinforcement workbook. Illustrated questions and reading comprehension questions. Written exercises.			
SPECIAL ENGLISH (English Language Services, Collier-Macmillan: 1972).			x
Format: Dialogues (lengthy) with vocabulary and comprehension exercises. Tapes available. A series geared to specific occupations, including:			
Agriculture 1, 2, & 3; Aviation 1, 2, & 3; Banking; Engineering 1 & 2; Hotel Personnel 1 & 2; International Trade; Journalism 1 & 2; Medicine 1, 2, & 3			
Designed to be used by people who learned skills in another language but need English vocabulary. Best used in language lab or self study situation.			

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	Getting a Job	Holding a Job	Moving Ahead
I. PRINTED MATERIALS - BOOKS (VOCATIONAL ESL)			
Vocational Language Skills, First Cycle, Anne Terrell (Chinatown-North Beach English Language Center: 1969).		x	
Bilingual Chinese/English. Teacher's manual and student textbook.			
II. PRINTED MATERIALS - BOOKS (VOCATIONAL)			
Business Behavior, Russon and Allen (Southwestern Publishing Company: 1964).		x	
Advice-oriented reading, including case studies useful for values clarification.			
A CAREER IN THE MODERN OFFICE, Morrison (Gregg Division, McGraw Hill: 1969).			
Advice-oriented reading, discussion topics, and clerically oriented skills exercises. Series of four includes:			
Opportunities in Today's Office	x		
Making the Most of Yourself	x	x	x
Making the Most of Your Skills		x	
Getting the Right Job	x		
Don't Say Yes When You Want to Say No, Fensterheim and Baer (Dell Books).			x
Handbook of Occupational Outlook (Department of Labor).	x		
Useful information on every job category (job descriptions)			
How to Get a Job and Keep It, Goble (Steck-Vaughn: 1969).	x	x	
Advice-oriented reading, sample forms, discussion questions, and skill building exercises.			
How to Get Along on the Job, Cooper and Ewing (Holt, Rinehart and Winston, Inc.: 1966).		x	
Case study readings with values clarification exercises.			

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II. PRINTED MATERIALS - BOOKS (VOCATIONAL)

	Getting a Job	Holding a Job	Moving Ahead
The Job Ahead (Science Research Associates, Rochester Occupational Reading Series: 1963).	x		
A Job for You, Dubnick (Steck-Vaughn: 1967).	x		
Advice-oriented reading with questions and exercises.			
Job Guide for Young Workers (U.S. Department of Labor: 1969-70).	x		
List of occupations, duties, qualifications, employment prospects, advancement opportunities.			
Jobs and How to Get Them (Ken Book Self-Study Course: 1970)	x		
Occupations, Blakely (New Readers Press: 1972)	x		
Information on service, paraprofessional, clerical, hotel and restaurant, driving, and skilled manual occupations.			
On the Move: Communication for Employees, Blicq (Prentice-Hall: 1976).			x
Readings on registers in communicating followed by activities designed to develop skills in those areas.			
People and the City: Getting Jobs, Larry Cuban (Scott, Foresman, and Company: 1972).	x		
Personality Development for Business, Allen R. Russon, 4th edition (Southwestern: 1973).	x	x	
Student book and teacher's manual. Advice oriented readings, values clarification, case studies.			
Stand Up, Speak Out, Talk Back! Alberti and Emmons (Pocket Books).			x
Key to self-assertive behavior.			
Taking Tests and Scoring High (Arco Publishing Company)	x		x
Generalized book on pre-employment testing. Publisher of other test books in specific fields.			

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II. PRINTED MATERIALS - BOOKS (VOCATIONAL)	Getting a Job	Holding a Job	Moving Ahead
Teletraining for Business Studies (American Telephone and Telegraph: 1965).		x	
Role playing situations.			
TURNER CAREER GUIDANCE SERIES (Follett Publishing: 1974).			
Series includes:			
Wanting a Job	x		
Training for a Job		x	
Starting a Job		x	
Looking for a Job	x		
Holding a Job		x	
Changing a Job			x
TURNER-LIVINGSTON COMMUNICATION SERIES (Follett Publishing: 1966).			
Readings, vocabulary exercises, comprehension and opinion questions. Series includes:			
The Newspapers You Read		x	
The Letters You Write		x	
The Phone Calls You Make		x	
The Television You Watch		x	
The Movies You See		x	
The Language You Speak		x	
Where to Go, Who to See, What to Do, Family Development Series About Your Community (Steck-Vaughn: 1973).	x		
Chapter 4 "Employment Services" especially useful.			
The World of Work, Koschnick (New Readers Press: 1969).		x	
Advice-oriented reading, discussion questions..			
You, Your Job...and Change, Green Marshall, Young and Young (Oxford Book Company: 1968).			x
Advice-oriented reading including tips for proper behavior			

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	Getting a Job	Holding a Job	Moving Ahead
II. PRINTED MATERIALS - BOOKS (VOCATIONAL)			
Your Attitude is Showing, Chipman (Science Research Associates, Inc.: 1964).		x	
III. PRINTED MATERIALS - PAMPHLETS			
"Career Guide" (Pacific Telephone: 1976).	x		
One page descriptions of duties, requirements, and educational studies relevant for various positions.			
"Do Your Best on Aptitude Tests" (California State EDD)	x		x
"Get That Job" (California State EDD).	x		
"How to Do It: a Guide for Preparing Your Job Résumé" (California State EDD).	x		x
"How to Prepare Yourself for Job Interviews" (California State EDD).	x		
"Making the Most of Your Job Interview" (New York Life Insurance).	x		
IV. PRINTED MATERIALS - WORKBOOKS			
Insurance and Banking Concepts, Nelson (MLVS: 1975).		x	
Short passages with vocabulary building and reading comprehension exercises.			
Telephones, Beck, Phillips, Savage (Fil-Am: 1973).		x	
Units include exercise sheets for Using the Directory, Dial-a-Message Calls, Using Key Telephones, and Making Real Calls (task oriented).			
How to Use the Want Ads (MLVS: 1975).	x		

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	Getting a Job	Holding a Job	Moving Ahead
V. AUDIOVISUAL MATERIALS - TAPES			
BECK STRUCTURE SERIES (Fil-Am: 1972).		x	
Ten beginning and low-intermediate level tapes which are visually cued with individual student charts; vocabulary especially chosen for clerical jobs.			
Skills for Getting a Job (MLVS: 1975).	x		
Three parts: Calling About a Job (3 tapes), Suggestions From an Interviewer (2 tapes) and Answering Difficult Questions (8 tapes). Tapes accompanied by worksheets with listening comprehension exercises.			
SPECIAL ENGLISH SERIES (Collier-MacMillan: 1974).			x
Dialogues, pronunciation, and vocabulary. See book section for specific titles.			
TECHNICAL ENGLISH TAPE LIBRARY (English Language Services, Inc.).			x
Tapes are accompanied by pamphlet of the script. Paragraphs for comprehension and backward buildups. Topics such as card cataloguing, air pollution.			
Telephone Skills			
Tapes requiring oral production and accompanied by worksheets to check comprehension. Titles include:			
"Telephone Number Pronunciation" (Beck, Fil-Am: 1974)		x	
"How to Answer a Business Call" (Beck, Phillips, Savage, Fil-Am: 1973)		x	
"What to Say When the Person Called is Out" (Beck, Phillips, Savage, Fil-Am: 1973)		x	
"Confirming the Message," 3 tapes (Beck, Phillips, Savage, Fil-Am: 1973)		x	
"American Family Names," 2 tapes (Phillips, Fil-Am: 1974)		x	
"Message Taking" (Custer and Dresner, MLVS: 1975)		x	

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V. AUDIOVISUAL MATERIALS - TAPES	Getting a Job	Holding a Job	Moving Ahead
TV Shows (CRDC: 1975).			x
Excerpts from "Mary Tyler Moore," "That's My Mama," "Phyllis," "Streets of San Francisco," and other TV shows that relate to American work culture.			
WORLD OF WORK SERIES (Educational Resources Division, Educational Design, Inc.: 1969).	x	x	x
Conversations with narrator giving advice regarding "do's" and "don't's" overheard in the conversations. Many non-standard English speakers. Three in the series:			
On the Job (attitude skills)		x	
Getting a Job (interview skills)	x		
Crossvocational and Information Skills		x	x
Edited tapes and worksheets available at Fil-Am and MLVS for the following:			
(from Getting a Job)			
"Contacting Job Interviewers"	x		
"Handling Difficult Questions"	x		
"Job Interview Wrap-Up"	x		
"Making a Good Impression"	x		
"Selling Yourself"	x		
(from On the Job)			
"The First Few Days"		x	
"Getting Help and Information"		x	
"My Man, My Creep"		x	
"Too Much Talk"		x	
"Don't Blow Your Cool"		x	
"Excuses"		x	
"Supervisors Are Human, Too"		x	
"Money, Money, Money"		x	
"Company Rules and Company Customs"		x	
"Stick Up For Your Rights"		x	
"Promotions"			x
"Giving Notice"			x
"The Fast Exit"			x

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	Getting a Job	Holding a Job	Moving Ahead
VI. AUDIOVISUAL MATERIALS - VIDEOTAPES			
Answers to Difficult Questions, Dresner and Nelson (MLVS: 1976).	x		
Interviewing (Pacific Telephone: 1975). Professionally produced color casette.	x		
Mock Interviews (CRDC: 1975). Interviews of students by personnel department heads.	x		
VII. AUDIOVISUAL MATERIALS - MULTIMEDIA			
Telezonia: Communicating by Telephone (Western Electric: 1964). Film, teacher's manual, lesson plans for teletrainer, filmstrips with cassettes, and spirit masters.		x	
Thank You. Please Call Again. (Learning Realities, Inc.: 1975). Instructor's guide, spirit master book, filmstrip, and cassette. For American high school graduates going into business.		x	
VIII. AUDIOVISUAL MATERIALS - FILMS			
Getting a Job is a Job (Dibbie-Dash Productions: 1969). Personal analysis, applying, the interview, interview follow-up. Worksheets available at Fil-Am.	x		
How to Lose Your Best Customer Without Really Trying. (Pacific Telephone Film Library: 1971). Entertaining and humorous presentation of badly handled telephone calls and comparison to same calls handled courteously 29½ min. Worksheets available at Fil-Am.		x	
If an Elephant Answers. (Pacific Telephone Film Library: 1966). An animated elephant convinces a disorganized office how important good telephone habits can be. 26 min.		x	
Interview: Ready or Not? (Churchill Films: 1976).	x		

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VIII. AUDIOVISUAL MATERIALS - FILMS

	Getting a Job	Holding a Job	Moving Ahead
Invisible Diplomats (Pacific Telephone Film Library: 1965). PBX attendants see how important efficiency and courtesy are. 20½ min.		x	
Job Interview: Whom Would You Hire? (Pacific Telephone). Two films: one of Three Young Women (16 min.); one of Three Young Men (17 min.). The viewer is asked to rate each and decide whom he would hire. Worksheets available at Fil-Am and MLVS.	x		
The Rise of Labor (Encyclopedia Brittanica Education Corp.). Contrasts the working conditions of immigrants in the early 1900's with those of today and presents the history of the labor movement. 30 min. Worksheets available at Fil-Am.			x
Telephone Manners (Pacific Telephone Film Library). Specific points of telephone etiquette presented clearly with examples reviewed during the course of the film.		x	
That Job Interview (National Audiovisual Center). Four applicants given two interviews, one positive following one negative. All veterans and lots of slang (outdated) in film. Worksheets available at Fil-Am.	x		
YOUR JOB SERIES. (Coronet Instructional Films: 1968). Worksheets available at MLVS			
Applying for It (14 min.)	x		
Finding the Right One (14 min.)	x		
Fitting In (16 min.)		x	
Getting Ahead (16 min.)			x
Good Work Habits (14 min.)		x	
You and Your Boss (16 min.)		x	

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IX. SPECIFIC VOCATIONAL AREAS	Getting a Job	Holding a Job	Moving Ahead
Accounting			
Accounting: an Introduction, Walgenbach and Ditterch (Harcourt-Brace, Jovanovich).			x
Textbook and workbook.			
Automotive			
Automechanic Dialogues with Pertinent Vocabulary (Skills Center: 1971).		x	
Copied excerpts from manuals (reading).			
Career Education - Automotive, Vocational-Technical Series (Allied Education Council, Galien, Michigan)			x
General Repair Tools for Automobile Mechanics (Delmar Publishers: 1948).			x
Related Science - Automotive Trades, Jensen and Brazier (Delmar Publishers: 1958).			x
A basic science workbook.			
Clerical - Typing			
Basic Typewriting Drills. T 54 (Southwestern: 1968).	x		
Key to Better Typing (IBM).		x	
Learning English Through Typewriting, Charles W. Gay (English Language Services, 1969).	x		
Twentieth Century Typewriting. T 30, 9th ed. (Southwestern: 1972).		x	
Clerical - Filing			
Alphabetic Indexing, Guthrie (Southwestern: 1964).	x	x	
Filing Kits, k-10, 4th ed. (Southwestern: 1974).	x	x	
Filing Personal Names, Duchan and Schultheis (Southwestern).	x	x	

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IX. SPECIFIC VOCATIONAL AREAS	Getting a Job	Holding a Job	Moving Ahead
Fundamental Filing Practice, Popham and Fujita (Prentice-Hall).	x	x	
Gregg Quick Filing Practice (Gregg Division, McGraw-Hill: 1965).	x	x	
Clerical - General			
Exploring Clerical Careers, Ristau (Southwestern: 1974).	x		
Intensive Clerical and Civil Service Training, k-91 Fischer (Southwestern).			x
The Receptionist, Wood and McKenna (McGraw-Hill: 1966).		x	
Reference Manual for Office Personnel, 5th ed., House and Koebele (Southwestern).		x	
The Secretary's Handbook, Taintor and Monro (Collier-MacMillan: 1971).		x	
Food Service			
Cooking (Skills Center Chinese Program: 1971)	x	x	
Translated food terms, menus, dialogues, advice sheets, recipes and cooking directions.			
Food Service in Industry and Institutions, Stokes (William C. Brown Company).			x
Food Service Worker, Pre-vocational Series, Programmed Instruction (McCormick-Mathers Publishing Company).			x
Hotel			
Hotel and Personnel Management, Pre-vocational Series, Programmed Instruction (McCormick-Mathers Publishing Company).			x

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IX. SPECIFIC VOCATIONAL AREAS	Getting a Job	Holding a Job	Moving Ahead
Janitorial			
Building Maintenance Worker, Pre-vocational Series, Programmed Instruction (McCormick Mathers Publishing Company).			x
How to Be a Janitor in English, Lee (VIP Material).		x	
Janitorial and Maintenance Examinations (Ken Books).	x		
Medical			
Laboratory Tests in Common Use, Barb (Springer Publishing Company).		x	x
Medical Office Practice Kit, Agnew and Atkinson (Southwestern: 1966).		x	x
Medical Terminology, a Programmed Text, Smith and Davis (John Wiley and Son, Inc.: 1967).		x	x
Medical Typing Practice, Root and Byers (McGraw-Hill: 1968).		x	x
Simplified Nutrition and Diet Therapy for Practical Nurses, Kerschner (F. A. Davis Company).		x	x
Typing Medical Forms, Siegfried (McGraw-Hill: 1969).		x	x
Other			
Bartender Series (Skills Center: 1971).	x	x	
Dialogues with pertinent vocabulary, drink recipes.			
Household Appliance Repairman, Pre-vocational Series, Programmed Instruction (McCormick-Mathers Publishing Company).			x
Office Machine Repair (Skills Center).	x	x	
Dialogues and manual excerpts with illustrations.	x	x	

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	Getting a Job	Holding a Job	Moving Ahead
IX. SPECIFIC VOCATIONAL AREAS			
TV Repair (Skills Cneter).	x	x	
Dialogues, manual excerpts.			
Johnson Modern Maintenance Handbook (L. C. Johnson & Son, Inc.: 1974).			x
A practical, what-to-use, how-to-do-it guide to better building care with illustrations, techniques of commercial maintenance.			
X. EQUIPMENT			
Telephone Amplifier. Fanon Model FTA-5.			
Battery operated receiving/transmitting amplifier and extension speaker. Sufficient power for small groups only.			
Telephone Pickup. G. C. Electronics, Division of Hydrometals, Inc., Rockford, Illinois 61101.			
Includes pickup coil that attaches to receiver and jack that goes into recorder. A variety of brands are available at Radio Shack and other electronic shops. Costs $3-4.			
Teletrainer. Service Advisor, Telephone Company.			
Two telephones with control for dial tone, busy signal and ringing available through service representative at no charge. Six-button, four-receiver model available for purchase. Equipment enables role-playing telephone calls.			

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